Shadows, Masks and the Illusion of Learning. Edition No. 1

Description: Through a review of literature, classroom observations, interviews and reflection, ‘Shadows, Masks and the Illusion of Learning’ explores the role of language in the construction of conceptual knowledge within the discipline of science. Horner also addresses the growing diversity of cultural and ethnic backgrounds in classrooms and the need for educators to not only support students as they build knowledge, but to understand various perspectives, realities and the power inequities inherent within society and thus in our institutions and classrooms. Utilizing the framework of Social Constructivism to highlight the development of language and knowledge within social contexts, and the lens of Critical Pedagogy for critiquing educational settings, programs and practices by examining social, political, economic and cultural values, Horner encourages educators to revitalize classrooms as they move from market-thinking, commercialized, prescriptive programs and the traditional notion of banking education to inquiry programs that build schema through dialogic discussions and student reflection, and strengthen each student’s voice.

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